

## **Appendix N: Application of Knowledge Components**

### **What makes a successful Civic Participation Application of Knowledge Reflection?**

A Civic Participation Application of Knowledge Reflection asks students to show how the experience is aligned with the SCR Domains of Civic Readiness by explaining how the experience, elective course, or activity impacted their civic knowledge, skills, mindsets, and ability to take action.

- Students may submit final reflections in a variety of formats: a written essay, an extended-response survey, a podcast, a visual/slide-based presentation or a creative piece accompanied with a rationale. Where appropriate, reflections could also be completed whole class or in small groups in the form of a Socratic Seminar or other discussion-based protocol.
- Based on the course or experience, students' reflections may be weighted more towards one domain than another.
- It is recommended that teachers model and support students' reflection and metacognition throughout the course. Journaling, check-ins, community circles, and small-group discussions are all ways for students to continually examine their own growth and responses to different topics and issues. Ongoing reflection supports the completion of quality final reflections that are aligned to the domains of civic readiness.

### **Civic Participation Application of Knowledge Reflections: Teacher Feedback Form**

**Teachers & SCR Committee Members:** Use the [feedback form](#), to structure your evaluation of students' application of knowledge reflections. Application of knowledge reflections are required for students submitting evidence for 2c. Elective Courses and 2d. Extracurriculars and Work-Based Learning. Reflections for 2a. Civic Projects, 2b. Service Learning, 2e. Middle School Capstone and 2f. High School Capstones are embedded within the projects and do not require a separate reflective task.

Reflection affords students the opportunity to align their civic experiences with personal learning in the four domains: knowledge, skills and actions, mindsets and lived experience. Optimally, students will share thinking from the beginning of their experience through its completion. Considerations should be made to introduce students to the indicators of success and the reflection opportunity as students begin their work. This will assist the students as they work towards specific civic goals inherent in a variety of tasks and opportunities and help teachers and students to have clarity about both the intended learning outcomes and application of knowledge areas and criteria.

Students' reflections may be in a variety of forms. Written tasks, podcasts, video, visual or oral presentations, or creative pieces accompanied with a rationale are all examples of acceptable application of knowledge products. The content of the reflection will be evaluated based upon the criteria below.

**Civic Participation Application of Knowledge Reflections - Teacher Feedback Form**

<b>Developing Areas for Improvement</b>	<b>Criteria Standards for Mastery</b>	<b>Advanced Evidence of Exceeding Standards</b>
	<p><b>Criteria #1: Describes Civic Experience</b></p> <ul style="list-style-type: none"> <li>• Course/activity</li> <li>• Context/setting</li> <li>• Student role</li> <li>• Purpose of course/activity/experience</li> </ul> <p>Notes:</p>	
	<p><b>Criteria #2: Explains Civic Knowledge Gained</b></p> <ul style="list-style-type: none"> <li>• The structure and functioning of government and how to be an active participant</li> <li>• Civil and educational rights and responsibilities (statutory)</li> <li>• History, geography, economics, and current events</li> <li>• The impact of various histories on shaping contemporary issues</li> <li>• How history and current issues can be analyzed from multiple perspectives</li> <li>• How the opportunities for social and political participation in different societies can be described, compared, and contrasted</li> </ul> <p>Notes:</p>	
	<p><b>Criteria # 3: Describes How the Student’s Civic Skills and Actions Were Impacted</b></p> <ul style="list-style-type: none"> <li>• Respected the rights of others</li> <li>• Participated in activities focused on a classroom, school, community, state or national issue or problem</li> <li>• Worked to influence those in positions of power to achieve extensions of freedom, social justice, and human rights</li> <li>• Developed an awareness of/engaged in the political process</li> <li>• Analyzed and evaluated sources for accuracy, bias, reliability, and credibility</li> <li>• Engaged in working towards public good</li> </ul> <p>Notes:</p>	
	<p><b>Criteria #4: Describes How the Student’s Civic Mindset Was Impacted</b></p> <ul style="list-style-type: none"> <li>• Valuing equity, diversity and, and fairness</li> <li>• Recognition of the necessity of planning for both current and future needs</li> <li>• Empathizing and respecting the multiple views and perspectives</li> <li>• Committing to balancing the common good with individual liberties</li> <li>• Willingness to contribute to solving local/national problems through personal civic agency</li> </ul> <p>Notes:</p>	

## Civic Participation Application of Knowledge Reflections: Student Guide

**NOTE:** The guidance below is a broad starting point. You will need to modify it so that it reflects the work you've done for the elective course, extra-curricular or work-based experience.

### What makes a successful Civic Participation Application of Knowledge Reflection?

A Civic Participation Application of Knowledge Reflection asks you to show how the experience you lead or participated in has impacted your civic knowledge, skills, mindsets, and ability to take action.

- You may submit final reflections in a variety of formats: a written essay, an extended-response survey, a podcast, a visual/slide-based presentation or a creative piece accompanied with a rationale. Where appropriate and with teacher approval, your reflections could also be completed whole class or in small groups in the form of a Socratic Seminar or other discussion-based protocol. Based on the course or experience, your reflections may be weighted more towards one domain than another.
- It is recommended that you reflect throughout the course, experience, or activity. Journaling, check-ins, community circles, and discussions with your teachers or classmates are all ways for you to continually examine your own growth and responses to different topics and issues. Use reflection as an opportunity to reflect on where *you* stand. What connections can you draw between what you knew and believed previously, what you encountered in this course or experience, how those things agreed with or challenged what you knew or believed, and where you stand here and now? What is your opinion? Have the opinions of others shaped or changed your own?
- Keep in mind, on-going reflection makes the completion of quality final reflections much easier!

These questions outline the types of thinking that are part of reflective writing. The reflection paper is a common format for college writing. Reflective writing is a component of civil discourse and civic being because it asks you to acknowledge that your thoughts are shaped by your assumptions and the deep-rooted ideas that you bring with you day-to-day and that your beliefs can grow and change in reaction to new information. In taking the time to note the development of your own positions, you can better appreciate the positions of others.

Directions:

In a format approved by your school's SCR Committee, reflections should include:

### Criteria #1: An Overview and Description of the Civic Experience of the Learning Experience

*Treat this section like an introduction to a typical paper or project. Introduce the civic learning experience(s) and provide context by including the following information (when applicable):*

- Course/activity
- Context/setting
- Your role
- Purpose of course/activity/experience

## Criteria #2: Civic Knowledge: What Did You Learn?

**Explain Civic Knowledge Gained** *Here explain how this experience increased, contributed to, or influenced your civic knowledge. The following prompts are designed to provide you guidance. You do not need to answer all of them. Choose the ones that are most aligned with your experience and how it impacted you.*

- What do you know now about the structure and function of government at the local, state, and/or federal level?
- What did you learn about the law(s) that shape or govern what you investigated, experienced, or took action on?
- What did you learn about the nature of democracy? How has that changed or grown because of this experience?
- What do you know now about your civil and/or educational rights and responsibilities (guaranteed by the U.S. Constitution, the Constitution of the State of New York, and federal, state, and local statutes and regulations) that you didn't know previously?
- What did you learn about the history of an issue you studied? How does that history inform current events within our country and in our global society?
- What did you learn about the social, political, and economic forces that have shaped our collective histories and contemporary issues?
- What historical or current perspectives or lenses are you aware of now because of this experience? How do they impact your analysis and understanding of contemporary and historical issues?
- What did you learn about how opportunities for social and political participation in different societies can be described, compared, and contrasted?
- What were the key takeaways, realizations, or lessons you learned during this course or experience? What specific experiences led you to these takeaways, etc.?

## Criteria #3: Civic Skills & Actions: What Skills Did You Gain?

*Explain how this experience increased, contributed to, or influenced your civic skills and ability to take positive action in your community. You do not need to answer all of them. Choose the ones that are most aligned with your experience and how it impacted you. Areas you may wish to include are:*

- How did this experience help you engage in respecting the rights of others? What did that look or sound like?
- Explain how you participated in activities that focused on a classroom, school, community, state or national issue or problem. In what skill area did you notice the most change within yourself?
- In what ways did you influence those in positions of power to achieve extensions of freedom, social justice, and human rights?
- Regarding the political process, what was your level of understanding, awareness, or engagement before this experience? What was your level of understanding or engagement after? How did this change your understanding and ability to take positive action?
- How did this experience strengthen your ability to analyze and evaluate sources for accuracy, bias, reliability, and credibility?
- In what ways did you feel you were engaged in working towards a public good? How did your efforts meet a need in your community?
- What were the key takeaways, realizations, or lessons you learned during this experience? What specific experiences led you to these takeaways, etc.?

#### Criteria #4: Civic Mindsets: How Did This Experience Change You?

*Explain how this experience affected your civic mindsets. You do not need to answer all of them. Choose the ones that are most aligned with your experience and how it impacted you. Areas you may wish to include are:*

- Through the lens of civic mindsets, what were the key takeaways, realizations, or lessons you learned during this experience? What specific experiences led you to these takeaways, etc.?
- In what ways did this experience impact how you value equity, diversity, and fairness?
- What perspectives or lenses are you aware of now because of this experience? How do they impact your analysis and understanding of contemporary and historical issues?
- How did this experience help you to develop a sense of empathy towards members of your community with different positions or understandings than your own?
- Where did you get the information that shaped and supported your beliefs before? What, if anything, felt difficult or challenged what you believed? What, if anything, affirmed what you believed already?
- How did this experience affect your understanding of the importance of fundamental democratic principles, such as freedom of speech, freedom of the press and the rule of law?
- During the course of this unit, did you encounter anything that made you challenge your assumptions about what it means to be civically engaged? Why or why not?
- What did you believe about your role in the civic life of our community before beginning this unit of study? What do you believe now? Did it change for you? In what ways?

#### Broader Significance

*Make connections to your life beyond this project and/or civic learning experience. Answer one or more of the following:*

- To what extent has this civic learning experience mattered to you? What lasting impacts if any will it have?
- Where will you go from here? What are your next steps for continuing your work with or on this issue?

*Student Guidance adapted from New York City Department of Education Seal of Civic Readiness Handbook Pilot Version, 2021.*

#### **Application of Knowledge Essay/Presentation: Guiding Questions and Criteria for Success**

The purpose of the application of knowledge essay/presentation/product is to provide students the opportunity to communicate the ways in which various experiences, elective courses, and activities have impacted their civic knowledge, skills, and mindsets. The following are guiding questions and a criterion for success to guide the development of students' application of knowledge products. Application of knowledge products should include three main elements aligned with the domains of civic readiness that address the questions and criteria below:

- **Civic Experiences: What Did You Do?**
  - Describe the course or activity you participated in. Include:
    - The context/setting
    - Your role
    - The purpose of the course/activity/experience
    - Key ideas presented in the course/activity/experience

- **Civic Knowledge: What Civic Knowledge Did You Gain?**
  - Explain and provide examples of how the course or experience increased your civic knowledge. Elements of civic knowledge you may wish to describe may include but are not limited to:
    - The structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate therein.
    - Civil and educational rights and responsibilities guaranteed by the U.S. Constitution, the Constitution of the State of New York, and federal, state, and local statutes and regulations.
    - History, geography, economics, and current events within our country and in our global society.
    - The impact of individual and collective histories in shaping contemporary issues.
    - View and analyze history and current issues from multiple perspectives.
    - The importance of civic rights and responsibilities, such as voting, volunteering, serving on a jury, and the importance of ensuring a free press.
  
- **Civic Skills, Actions and Mindsets: How Did This Experience Change You?**
  - Explain and provide examples of the impact this course/activity/experience had on you and your civic-related skills and mindset. Elements of civic skills, actions, and mindsets you may wish to explain may include but are not limited to:
    - **Civic Skills and Actions:**
      - Demonstrate respect for the rights of others in discussions and classroom debates, and how to respectfully disagree with other viewpoints and provide evidence for a counterargument.
      - Participate in activities that focus on a classroom, school, community, state or national issue or problem.
      - Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
      - Work to influence those in positions of power to achieve extensions of freedom, social justice, and human rights.
      - Fulfill social and political responsibilities associated with participation in a democratic society and the interdependent global community by developing awareness of and/or engaging in the political process.
      - Analyze and evaluate news (news literacy), media, social media, and other sources of information for accuracy, bias, reliability, and credibility.
      - Engagement in working toward the public good.
    - **Civic Mindsets:**
      - Valuing equity, inclusivity, diversity, and fairness.
      - Recognizing the need to plan for both current needs and the good of future generations.
      - Empathy, compassion, and respect for the views of people with other opinions and perspectives.
      - Committing to balancing the common good with individual liberties.
      - Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems.
      - Respecting fundamental democratic principles, such as freedom of speech, freedom of the press and the rule of law.